

VIRGINIA STANDARDS OF LEARNING

Spring 2005 Released Test

END OF COURSE ENGLISH: WRITING

CORE 1

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DIRECTIONS

Read the passage in each box. Read each question after the passage. Choose the best answer. Then mark the space in the answer booklet for the answer you have chosen.

SAMPLE A

A Special Person

In English class, Sarah has been asked to write a description of someone special to her. Sarah wants to write about her older brother.

Which of these would *best* help Sarah write her description of her older brother?

- A Calling his friends and telling them about him
- B Thinking about all the things she likes about him
- C Making a list of things she wants him to do for her
- D Asking him to take her to the library

SAMPLE B

Here is the first part of Sarah's rough draft.

DRAFT A

(1)A special person in my life is my big brother. (2)His name is Ben. (3)He has always been there to help me out and has been there for me when I needed him.

How are sentences 1 and 2 *best* combined?

- F A special person in my life is Ben, my big brother.
- G A special person in my life is Ben, he is my big brother.
- H In my life a special person is my big brother, his name is Ben.
- J My big brother Ben, he is a special person in my life.

SAMPLE C

Sarah has written a second draft of the first part of her essay.

DRAFT B

(1)A special person in my life is my big brother. (2)His name is Ben. (3)He has always been supportive of me.

In rewriting sentence 3 of Draft A, how has Sarah improved sentence 3 of Draft B?

- A She has created a fragment.
- B She has changed the meaning entirely.
- C She has expressed the idea more concisely.
- D She has shifted the point of view.

SAMPLE D

Here is the next part of Sarah's rough draft.

(4)The best thing about my brother is that he helps me with my homework. (5)He's a really good student.

In sentence 4, he helps is correctly written —

- F he were helping
- G he help
- H he have helped
- J as it is

Whale Watching

Danny's English teacher asks the class to write a story based on a personal experience.

Danny makes these notes. Use them to answer question 1.

1. I finally convinced my dad to take me on a whale-watching expedition.
2. We saw some dolphins, but only one whale.
3. It started raining really hard.
4. Most people gave up and went into the cabin to keep dry.
5. I decided to stay on deck, hoping I'd see more whales.
6. Then I met a lady named Janice, who likes whales as much as I do.
7. While we were talking, I saw six whales!

1 Making these notes will help Danny to —

- A** conduct research in the library
- B** check his paper for spelling and grammar errors
- C** keep track of the events he wants to include in his story
- D** remember important facts about whales

Here are two drafts of the first part of Danny’s story. Use them to answer questions 2–5.

DRAFT A

The weather was not good, but I didn’t care. Ever since I learned about whale-watching expeditions two years ago, I’d been trying to convince my dad to take me on one, and he had finally agreed. I was sure we’d see tons of whales on the trip. I was hoping the weather would get better, though. Going on this expedition was something I really wanted to do.

I was one of the first people on board. The big boat wasn’t crowded. Most people had probably stayed away because of the rainy weather. My dad and I quickly found a good place at the front of the boat. We hoped to be the first to see any whales that leaped out of the water.

The expedition started out well. We saw several dolphins playing near the boat. Soon after that, we saw a magnificent gray whale. Then it rained harder. We didn’t see any more dolphins or whales at all. People started grumbling. Several families left the deck. They went into the boat’s comfortable cabin for refreshments. My dad even decided to get out of the rain. I stayed on deck. I hoped that I would see more whales.

DRAFT B

It was a cold, drizzly day in February, it was the kind of day that made me want to curl up on the sofa and watch movies on TV. However, there was no way I was going to stay home. After a lot of bargaining, I'd finally talked my dad into taking me on a trip to watch some whales. I pictured myself standing at the front of the boat and being the first to spot the massive gray shapes in the water.

As soon as the ticket taker said it was OK, I ran up the gangplank in my impatience to get on board. I thought that the rainy weather had probably kept people at home because the boat wasn't crowded. My dad and I found a good place at the front of the boat. We'd have a perfect view of the whales and the dazzling leaps and dives I was sure they'd perform.

The first thing I saw was three shiny dolphins playing near the boat. Then we caught a glimpse of a magnificent gray whale. The deck echoed with the "ooohhs" and "aaahhs" of the passengers. Unfortunately, the light drizzle of chilly rain then changed to a cold, drenching downpour. Every part of me within minutes that wasn't covered with rain gear was soaking wet. Even worse, the rain made it difficult to see. People started grumbling. Several families left the slippery deck. They went into the boat's comfortable cabin for refreshments. I stayed on deck, hoping to see more whales.

- 2 Read this sentence from Draft B. It was a cold, drizzly day in February, it was the kind of day that made me want to curl up on the sofa and watch movies on TV. How can Danny *best* rewrite this sentence?

- F It was a cold drizzly day in February and it was the kind of day and it was making me want to curl up on the sofa and watch movies on TV.
- G It was a cold drizzly day in February, and the kind of day it was that made me want to curl up on the sofa and watch TV.
- H It was a cold, drizzly day in February, the kind of day that made me want to curl up on the sofa and watch TV.
- J It was in February and cold and drizzly, the kind of day that made me want to curl up on the sofa and watch TV.

- 3 Read the following sentence from Draft B. After a lot of bargaining, I'd finally talked my dad into taking me on a trip to watch some whales. How can Danny *best* rewrite this sentence to provide more specific information?

- A After much bargaining, I'd finally talked my dad into taking me on a trip to see whales.
- B After two years of bargaining, I'd finally talked my dad into taking me on a four-hour whale-watching expedition.
- C After a great deal of bargaining, I'd finally talked my dad into taking me somewhere to watch whales.
- D After plenty of bargaining, I'd finally talked my dad into taking me out to watch whales.

- 4 Read the following sentence from Draft B. Every part of me within minutes that wasn't covered with rain gear was soaking wet. How can Danny *best* rewrite it?

- F Every part that wasn't covered with rain gear of me was within minutes soaking wet.
- G Every part that wasn't covered with rain gear of me was soaking wet within minutes.
- H Soaking wet, within minutes was every part of me that wasn't covered with rain gear.
- J Within minutes, every part of me that wasn't covered with rain gear was soaking wet.

- 5 Danny decided that combining these sentences in Draft B would improve his story.

People started grumbling. Several families left the slippery deck. They went into the boat's comfortable cabin for refreshments.

The *best* way to combine these sentences would be —

- A Several grumbling families and people went into the boat's comfortable cabin when they decided to get out of the rain for refreshments.
- B Several families went into the boat's comfortable cabin and left the deck for refreshments when people started grumbling.
- C Grumbling people and several families left the deck for refreshments and went into the cabin that was comfortable.
- D People started grumbling; several families left the deck and went into the boat's comfortable cabin for refreshments.

Read the next part of Danny’s rough draft, and use it to answer questions 6–10. This section has groups of underlined words. The questions ask about these groups of underlined words.

I was about to give up and go inside the cabin when I noticed one other person, a petite, blonde lady, left on the deck. Even though the rain soaked her, she looked happy.

She introduced herself as Janice. “I’ve always dreamed of going on a whale-watching trip, and here I am,” she said. “I could fuss about how the weather’s not wonderful and that I didn’t see many whales, but I would never do that.”

Soon we were talking excitedly about our interest in whales. After a while, my dad came out to join Janice and me. I was having such a good time that I forgot to worry about seeing more whales. I hardly heard the officer of the boat when he announced that it was time to go back to shore.

Suddenly Janice points to a group of six whales not far from the boat. Although they were large, they moved so graceful. Two of them suddenly blew jets of air and water from their blowholes, dove down, and came up again a few minutes later. They were putting on an excellent show.

Later that day, my dad asked if I’d had a good time.

“Are you kidding?” I asked. “It was worth the wait!”

6 How is hardly heard the officer correctly written?

- F hardly had heard the officer
- G hardly heard the officer
- H hardly herd the officer
- J As it is

7 How is points correctly written?

- A point
- B is pointing
- C pointed
- D As it is

8 How is they moved so graceful correctly written?

- F they move so graceful
- G they moved so gracefully
- H they have moved so gracefully
- J As it is

9 How is from their blowholes correctly written?

- A from thier blowholes
- B from there blowholes
- C from they're blowholes
- D As it is

10 How is that day, my dad asked if I'd correctly written?

- F that day, my dad asked, if I'd
- G that day, my dad asked If I'd
- H that day, my dad asked, If I'd
- J As it is

The Theft of the Mona Lisa

Paul's art teacher asks the students to write an informal report. Paul decides to write about how the *Mona Lisa*, the most famous painting by Leonardo da Vinci, was stolen from and eventually returned to a Paris museum.

11 All of these strategies would help Paul get started EXCEPT —

- A locating a map of France in an atlas
- B brainstorming for ideas
- C making a list of questions about his topic
- D making a chart of his ideas

Paul makes this preliminary outline. Use it to answer question 12.

I. General facts about the *Mona Lisa*

- A. It was painted by Leonardo da Vinci.
- B. Work on the painting began in 1503.
- C. It is on display in the Louvre in Paris.

II. The theft of the *Mona Lisa*

- A. The painting disappeared from the Louvre on August 21, 1911.
- B. Its empty frame was found in a stairwell.
- C. There were no other clues.

III. Theories about the theft

- A. Everyone seemed to have a different theory.
- B. A few reporters suggested the theft was a hoax.

IV. How the case was solved

- A. Two years after the theft, the thief contacted an antiques dealer.
- B. The antiques dealer alerted the authorities.
- C. The seal on the back of the painting proved it was the real *Mona Lisa*.
- D. Some Parisians suspected another country's government was behind the theft.

12 When planning his paper, which of these details should Paul move to a different section?

- F** I.C. It is on display in the Louvre in Paris.
- G** II.B. Its empty frame was found in a stairwell.
- H** III.A. Everyone seemed to have a different theory.
- J** IV.D. Some Parisians suspected another country's government was behind the theft.

Here are two drafts of the first part of Paul’s paper. Use them to answer questions 13–15.

DRAFT A

On August 21, 1911, an event occurred that shook the foundation of the art world—the *Mona Lisa* disappeared right off the wall of the Louvre. At first, museum workers thought the painting had been moved to the museum photographer’s studio. By the next morning, however, the truth was clear that the *Mona Lisa* was missing.

One French journalist guessed that the thief was an American collector who wanted to make an exact copy. Shortly before the theft, the Louvre had put a pane of glass in front of the *Mona Lisa* to protect it from vandalism. Other reporters said the theft was just a joke. They thought the theft was meant to show how easy stealing from the Louvre would be. These writers claimed the painting would be returned shortly. In spite of this optimistic theory and the best efforts of the police, the *Mona Lisa* did not resurface. Investigators found the *Mona Lisa*’s empty frame in a stairwell, but that discovery did not give them any information as to the identity of the thief. Two years passed, and most people gave up hope that the *Mona Lisa* would be recovered.

DRAFT B

In 1503, Italian painter Leonardo da Vinci started work on the *Mona Lisa*. Many people consider it to be his masterpiece. A Florentine nobleman named Francesco del Giocondo had hired Leonardo to paint a portrait of his 24-year-old wife. Leonardo never delivered the painting to Francesco del Giocondo. Instead, years later, he took it to France with him and sold it to King Francis I. Eventually, the *Mona Lisa* was put on display at the Louvre, the famous art museum in Paris, but the *Mona Lisa*'s travels were not over. On August 21, 1911, the *Mona Lisa* mysteriously disappeared from the Louvre. Several museum workers noticed the painting was no longer on the wall. They didn't worry too much since they assumed it had been temporarily moved by the museum photographer; however, a search revealed that the *Mona Lisa* was nowhere in the museum. By the next morning, Louvre officials could no longer deny that the world's most famous painting had been stolen.

A French journalist suggested that the thief was a wealthy American collector. Other writers suggested that the entire theft was a joke. Many people who thought the theft was a joke believed that the *Mona Lisa* would quickly be returned to the Louvre. That the theft was no joke became clear when two years passed with no trace of the *Mona Lisa*. The painting's empty frame, found right after the theft, was the only clue the investigators had. The identity of the thief remained a mystery.

13 Which sentence in paragraph 2 of Draft A does *not* belong in Paul's paper?

- A Shortly before the theft, the Louvre had put a pane of glass in front of the *Mona Lisa* to protect it from vandalism.
- B These writers claimed the painting would be returned shortly.
- C In spite of this optimistic theory and the best efforts of the police, the *Mona Lisa* did not resurface.
- D Two years passed, and most people gave up hope that the *Mona Lisa* would be recovered.

14 In paragraph 2 of Draft A, what is the *best* way to combine the sentences Other reporters said the theft was just a joke. and They thought the theft was meant to show how easy stealing from the Louvre would be.

- F Other reporters said: the theft was just a joke, they thought the theft was to show how easy stealing from the Louvre would be.
- G Other reporters said the theft was just a joke, the theft was meant to show how easy stealing from the Louvre would be.
- H Other reporters said the theft was just a joke; and, they thought the theft was meant to show how easy stealing from the Louvre would be.
- J Other reporters said the theft was just a joke to show how easy stealing from the Louvre would be.

15 If Paul wanted to break paragraph 1 of Draft B into two paragraphs, which sentence would *best* begin the new paragraph?

- A Instead, years later, he took it to France with him and sold it to King Francis I.
- B On August 21, 1911, the *Mona Lisa* mysteriously disappeared from the Louvre.
- C They didn't worry too much since they assumed it had been temporarily moved by the museum photographer; however, a search revealed that the *Mona Lisa* was nowhere in the museum.
- D By the next morning, Louvre officials could no longer deny that the world's most famous painting had been stolen.

Read the next part of Paul’s rough draft, and use it to answer questions 16–20. This section has groups of underlined words. The questions ask about these groups of underlined words.

In 1913, an antiques dealer named Alfredo Geri put a notice in the paper advertising that he bought art objects for good prices. To his surprise, he was contacted by a man who claimed to have the stolen *Mona Lisa*. The man referred to himself only as Leonardo. Although Geri did not believe that “Leonardo” had the original *Mona Lisa*, he alerted the authorities. Pretending to agree to the price “Leonardo” wanted for the painting Geri and the director of the Uffizi Museum in Florence, Italy, examined the painting. Seeing the Louvre’s seal on the back of the painting convince the men that this was indeed the real *Mona Lisa*.

“Leonardo,” whose real name was Vincenzo Peruggia, turned out to be a former Louvre employee. On the night of the theft, the guard had briefly stepped away from his post, and Peruggia saw his opportunity. He grabbed the painting, discarded the frame, hid the priceless painting under his smock, and walked out of the museum. He later explained that he felt the painting belonged to Italy, not France. No one questioned that Leonardo da Vinci has sold the painting to the French king, Francis I, many years before. On December 30, 1913, after a brief period of being exhibited in Italy, the *Mona Lisa* was returned to the Louvre. Today, she and her mysterious expression continues to attract millions of visitors.

16 How is surprise correctly written?

- F surprise
- G suprise
- H surprize
- J As it is

17 How is painting Geri and the director correctly written?

- A painting, Geri and the director
- B painting, Geri, and the director
- C painting Geri, and the director
- D As it is

18 How is convince the men correctly written?

- F convincing the men
- G will convince the men
- H convinced the men
- J As it is

19 How is has sold correctly written?

- A have sold
- B having sold
- C had sold
- D As it is

20 How is she and her mysterious expression continues correctly written?

- F she and her mysterious expression continued
- G she and her mysterious expression continuing
- H she and her mysterious expression continue
- J As it is

Edgar Allan Poe

Todd's English teacher asks the students to write a brief report about an American writer. Todd decides to write about Edgar Allan Poe.

Todd makes an informal outline of the information he collected for his paper. Use it to answer questions 21–22.

Edgar Allan Poe

I. Introduction

II. Early Life

- A. Born January 19, 1809, in Boston
- B. Moved to Richmond, VA, 1811
 - 1. Orphaned by mother's death
 - 2. Adopted by John Allan

III. Schooling

- A. Attended boarding schools
- B. Attended University of Virginia, 1826
- C. Was a talented student and a good athlete

IV. Young Adult

- A. Joined the military and attended West Point
- B. Moved to Baltimore, 1831
- C. Moved to Richmond, 1835
- D. Married Virginia Clemm, 1836

V. Writing Career

- A. Published *Tamerlane and Other Poems*, 1827
- B. Published short stories
- C. Won a contest

VI. Life's End

21 This outline will *best* help Todd —

- A** list sources that he used
- B** write a complete introduction
- C** remember Poe's most important works
- D** organize ideas in a logical manner

22 Based on Todd's outline, the purpose of his report is to —

- F** discuss the time period during which Poe lived
- G** interpret several of Poe's most famous works
- H** describe Poe's experiences as an editor
- J** provide a summary of Poe's life

Here are two drafts of the first part of Todd’s paper. Use them to answer questions 23–26.

DRAFT A

Every year on January 19, Edgar Allan Poe’s birthday, three roses and a half-empty bottle of cognac, a kind of brandy, mysteriously appear on his grave in Baltimore. Nobody knows who the “Poe Toaster” is. He or she has been honoring one of America’s greatest writers every year for more than fifty years. Poe was also a close friend of other writers, such as the Irish writer Mayne Reid in Philadelphia. Many readers love Poe’s scary short stories. Poe’s “The Raven” has been called the most popular poem in the world.

Edgar Allan Poe was born in 1809 in Boston to an English actress, Elizabeth Arnold, and her American husband, David Poe, Jr. Poe’s father left his wife after they had three children together. Elizabeth, dying in Richmond, Virginia, in 1811. John Allan, a merchant who worked for a Richmond tobacco firm, adopted Edgar.

The young Poe attended boarding schools in London, England, and then returned to the United States. He was a smart, well-read young scholar when he entered the University of Virginia in 1826 to study languages. Poe did well at his studies, but he found himself in debt and left the school after ten months. He was never to return.

Poe had many talents. In addition to his academic genius, Poe was also quite athletic. He would hike for hours in the hills outside the campus. Being good at art, his dorm walls were covered with sketches. People can still visit his room at the University of Virginia.

DRAFT B

Every year on January 19, three roses and a half-empty bottle of cognac, a kind of brandy, mysteriously appear on the grave of Edgar Allan Poe. The identity of the “Poe Toaster” is unknown, but he or she has been honoring one of America’s greatest writers on his birthday for more than fifty years. Many readers enjoy Poe’s scary tales, and his plots have been used in films and television shows. “The Raven,” a poem written by Poe in 1845, has been called the most popular poem in the world.

Edgar Allan Poe was born in 1809 in Boston to an English actress, Elizabeth Arnold, and her American husband, David Poe, Jr. After David Poe abandoned Elizabeth and their three children, she moved the family to Richmond, Virginia, where she died in 1811. John Allan, a merchant who worked for a Richmond tobacco firm, adopted Edgar. Shortly thereafter, Allan moved his family to England.

The young Poe attended boarding schools in London. He was a smart, well-read young scholar. Upon returning to the United States, he was tutored and entered the University of Virginia in 1826 to study languages. Poe did well at his studies but found himself in debt and left the university after only ten months. He was never to return.

Poe had many talents. In addition to his academic genius, Poe was also quite athletic. He would hike for hours in the hills outside the campus. Being good at art, his dorm walls were covered with sketches. Visitors can still see his room at the University of Virginia; however, the drawings have been removed.

23 Todd rereads the first paragraph of his Draft A and notices irrelevant information. Which of the following sentences should he remove from the paragraph?

- A Nobody knows who the “Poe Toaster” is.
- B He or she has been honoring one of America’s greatest writers every year for more than fifty years.
- C Poe was also a close friend of other writers, such as the Irish writer Mayne Reid in Philadelphia.
- D Poe’s “The Raven” has been called the most popular poem in the world.

24 Todd finds this incomplete sentence in Draft A: Elizabeth, dying in Richmond, Virginia, in 1811. Which of the following is the correct revision?

- F Elizabeth died in Richmond, Virginia, in 1811.
- G Dying in 1811, Elizabeth in Richmond, Virginia.
- H In 1811, Elizabeth to die in Richmond, Virginia.
- J In Richmond, Virginia, Elizabeth dying in 1811.

25 In reviewing Draft B, Todd decides paragraph 1 lacks transition to the next paragraph. Which of the following sentences should be added?

- A Although Poe became one of America’s most famous writers, his life was not an easy one.
- B Being orphaned early in life, Poe developed an independent nature.
- C Poe’s poems are still read and studied today.
- D Poe grew to be talented but reckless.

26 Todd discovers that he needs to revise this sentence from Drafts A and B: Being good at art, his dorm walls were covered with sketches. How is this sentence *best* rewritten?

- F He had artistic talent and covered his dorm walls with his sketches.
- G His dorm walls, he had artistic talent and were covered with his sketches.
- H His sketches were covering his dorm walls, he also had artistic talent.
- J He had artistic talent his sketches covered his dorm walls.

Read the next part of Todd’s rough draft, and use it to answer questions 27–30. This section has groups of underlined words. The questions ask about these groups of underlined words.

Poe then moved to Boston. He published a small book of poems, *Tamerlane and Other Poems*. Only a few copies of the book was sold; today the book is so rare that one copy is worth more than \$200,000.

Poe spent two years in the military and attended the United States Military Academy at West Point for several months. Before moving to Baltimore, he published a second book of poems. He lived with his aunt and her daughter, Virginia, who later became Poe’s wife. While living in Baltimore, Poe published a number of short stories. He also won a short story contest, which helped him land a job in Richmond in 1835 as an editor. While in Richmond, Poe wrote his only novel, *The Narrative of Arthur Gordon Pym*, which some consider his greatest achievement.

Traveling north to Philadelphia and New York, Poe continued his writing. He developed a good reputation as a literary critic, poet, editor, and short story writer while working for several magazines. Still, he was not never able to have his own magazine.

Poe’s life took a tragic turn when his wife died in 1847. Two years later Poe was found in a stupor on the streets of Baltimore. He died the next day, October 7, 1849. To this day, no one is quite sure what happened, but many theories about his death exist.

The people of Richmond have dedicated an entire museum to the life and accomplishments of Edgar Allan Poe, concentrating especially on the time he spent in the city. Visitors to the museum are impressed with the many exhibits on Poe’s life. His grave lays 150 miles north and is visited annually by fans, scholars, poets, and the “Poe Toaster” alike.

27 How is was sold correctly written?

- A being sold
- B had been sold
- C were sold
- D As it is

28 How is he was not never able correctly written?

- F he was not hardly able
- G he wasn't never able
- H he was never able
- J As it is

29 How is happened, but many correctly written?

- A happened but many
- B happened, but, many
- C happened: but many
- D As it is

30 How is lays 150 correctly written?

- F lain 150
- G laid 150
- H lies 150
- J As it is

Answer Key

Test Sequence	Answer Key	Reporting Category	Reporting Category Description
1	C	001	Plan, compose, and revise writing for various purposes.
2	H	001	Plan, compose, and revise writing for various purposes.
3	B	001	Plan, compose, and revise writing for various purposes.
4	J	001	Plan, compose, and revise writing for various purposes.
5	D	001	Plan, compose, and revise writing for various purposes.
6	J	002	Edit writing for correct use of language, capitalization, punctuation, and spelling.
7	C	002	Edit writing for correct use of language, capitalization, punctuation, and spelling.
8	G	002	Edit writing for correct use of language, capitalization, punctuation, and spelling.
9	D	002	Edit writing for correct use of language, capitalization, punctuation, and spelling.
10	J	002	Edit writing for correct use of language, capitalization, punctuation, and spelling.
11	A	001	Plan, compose, and revise writing for various purposes.
12	J	001	Plan, compose, and revise writing for various purposes.
13	A	001	Plan, compose, and revise writing for various purposes.
14	J	001	Plan, compose, and revise writing for various purposes.
15	B	001	Plan, compose, and revise writing for various purposes.
16	F	002	Edit writing for correct use of language, capitalization, punctuation, and spelling.
17	A	002	Edit writing for correct use of language, capitalization, punctuation, and spelling.
18	H	002	Edit writing for correct use of language, capitalization, punctuation, and spelling.
19	C	002	Edit writing for correct use of language, capitalization, punctuation, and spelling.
20	H	002	Edit writing for correct use of language, capitalization, punctuation, and spelling.
21	D	001	Plan, compose, and revise writing for various purposes.
22	J	001	Plan, compose, and revise writing for various purposes.
23	C	001	Plan, compose, and revise writing for various purposes.
24	F	001	Plan, compose, and revise writing for various purposes.
25	A	001	Plan, compose, and revise writing for various purposes.
26	F	001	Plan, compose, and revise writing for various purposes.
27	C	002	Edit writing for correct use of language, capitalization, punctuation, and spelling.
28	H	002	Edit writing for correct use of language, capitalization, punctuation, and spelling.
29	D	002	Edit writing for correct use of language, capitalization, punctuation, and spelling.
30	H	002	Edit writing for correct use of language, capitalization, punctuation, and spelling.